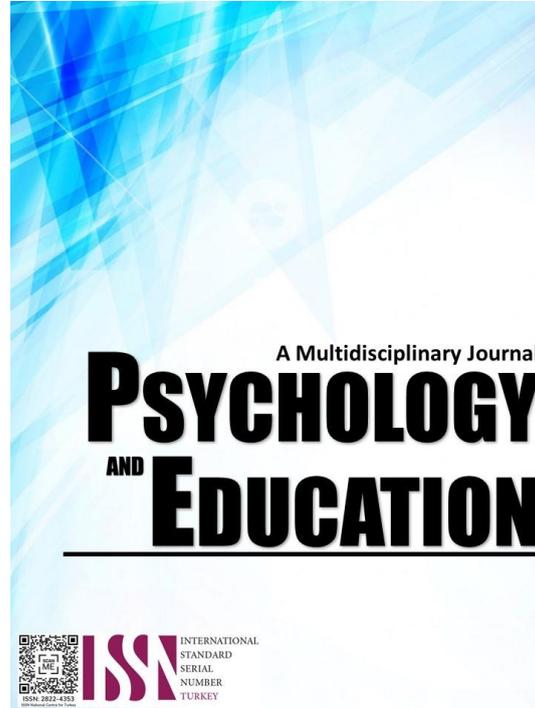


LEARNERS' BEHAVIOR TOWARDS ONLINE LEARNING MODALITY



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Learners' Behavior Towards Online Learning Modality

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Abstract

A study on learners' behavior towards online learning modality of the Grade 12 students was conducted at AL-Bangsamoro Shari'ah and Professional Education College Inc., Marawi City in the school year 2022 – 2023. There were ninety-seven (97) respondents who participated in the study. The study's main objective was to determine the respondents' personal profile and learners' behavior towards online learning modality. The study used descriptive-correlational research design. The results of the investigation revealed that majority of the respondents were female. This finding implied that the female population was dominant in the study. It was also revealed that AL-Bangsamoro Shari'ah and Professional Education College was dominated by female students. The findings displayed which proved by the other researchers that some private and public schools in Marawi City, such as AL-Bangsamoro Shari'ah and Professional Education College were populated more by females, which was more prevalent than males. In addition, the study further displayed that most of the respondents were 18-19 years old. Majority belonged to 3rd to 4th sibling rank. In addition, the study further revealed that majority of the respondents had 5,999 or below parent's monthly income while the least number of the respondents had 6,000 to 10,999 parent's monthly income. Hence, it was apparent that the grade 12 Senior High School students of AL-Bangsamoro Shari'ah and Professional Education College Marawi City were having difficulties in facing the new normal academic system based on their experiences in terms of their socio-demographic profile and the learner's behavior towards online learning modality.

Keywords: *learners' behavior, online learning modality, and socio-demographic profile*

Introduction

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life. They keep on working to boost the student's confidence and direct them in the right direction. In the process, teaching becomes more challenging because a teacher needs to be courageous in instilling good behaviors to the learners. The teacher needs to monitor gradually the students' behavior through actual in observation daily.

However, due to COVID-19 pandemic, this norm becomes unattainable because face to face classes were converted to Modular distance learning which is strictly implemented to the schools in the Philippines. This new normal setting of education made the teaching-learning process more difficult and challenging. As COVID-19 Pandemic affected all aspects of the society, it affected greatly all educational systems in the world wherein the traditional classroom set-up was altered instantly. Face-to-face learning was temporarily terminated while online, blended, and flexible, homeschooling, modular and technology-aided learning became the trend in an instant. Due to the continuous rise of positive COVID-19 cases in the Philippines, the government, through the Department of Education and Commission on Higher Education of the Philippines implemented various policies to advocate the use of

alternative modalities in delivering lesson content of the basic education to higher education institutions. COVID-19 forced the teachers and academic institutions to revolutionize and prepare their classrooms set-up that can support online and distance learning or also known as "New Normal Teaching." Using Facebook in teaching enables collaborative and interactive learning to happen. In this manner, the teacher will create a Facebook Group and add several Facebook Users that belong to his or her class. Using Facebook Group can be used as an alternative learning management system. The teacher being the moderator of the Facebook group can upload content, be it a video, file, text, or link related to their topic.

Modular distance learning is the most implemented learning delivery modality for students in the Philippines in the new normal setting. Self-learning modules are given to the students quarterly to continue self-paced learning while staying at home. This modality pertains to individualized instruction wherein the student uses self-learning modules and other learning materials with less interaction with the teachers (DepEd Order No. 012 s. 2020).

In order to sustain the education despite of this crisis, the teacher uses different offline and online learning modalities, like Facebook messenger application to monitor the learner's learning progress and behavior. This was supported by Labrado et al. (2020) which he stated that teachers must assess student's learning needs. They should make appropriate interrelations

and use available local resources in the form of online, aside from text and call or online modalities, and social media like Facebook messenger application.

Research Questions

This study aimed to determine the learner's behavior towards online learning modality specifically, it sought to answer the following questions:

1. What is the respondents' socio-demographic profiles in terms of;
 - 1.1. sex;
 - 1.2. age;
 - 1.3. number of siblings;
 - 1.4. sibling rank; and
 - 1.5. parent's monthly income?
2. What are the respondents' learning behavior towards online learning modality?
3. Is there a significant difference on the learner's behavior towards online learning when grouped to their profile?
4. What are the learner's attitudes toward online learning modality?
5. What action plan can be designed based on the results of the study?

Methodology

This chapter presents the research design, research environment, respondents of the study, research instrument and its validity, data gathering procedures, and the statistical tools used in the processing of the data.

Research Design

This study used the descriptive-correlational research design. This is a Descriptive – correlational research design because it examined the different variables utilized in this study such as the independent variables, dependent variables, and the action plan. This is also a correlational study because it determined the relationship between the independent and dependent variables. Mainly, this study identified the learners' behavior towards online learning modality of Senior High School Students in Al- Bangsamoro Shari'ah and Professional Education College., school year 2022-2023.

Research Environment

The study was conducted at Al- Bangsamoro Shari'ah and Professional Education College, Inc., Marawi Poblacion, Marawi City. Marawi City is an Islamic first class and capital city in the province of Lanao Del Sur, Philippines. Marawi city has 96 barangays including Marawi Poblacion, which is the researcher's area of the study. The Al- Bangsamoro Shari'ah and Professional Education College is the locale of the study. This school conserves the Bangsamoro, it envisions to be one of the leading educational institutions in the world, In Shaa Allah, and an agent for social transformation and/or for the attainment of peace, unity, prosperity, and development through education grounded on faith and excellence. It has a mission that ABSPEC is committed to accomplish the following: 1. Form a society that loves, fears, and obeys Allah Subhanahu Wa Ta'ala and implements the commandments of Allah Subhanahu Wa Ta'ala in accordance with the Sunnah of Prophet Muhammad Salallahu Alayhi Wasallam; 2. Develop an Ummah or group of leaders who are productive and relentless in propagating Islam; 3. Education of students to understand Islam and to live in consonance with Islamic principles, values and ethics; 4. Provide a relevant and responsive education in conformity with the needs of the society; and 5. Build a peaceful, united, prosperous, and develop Bangsamoro community.

Also, ABSPEC composed of two departments the college and senior high school department. This year, it has a total of one hundred twenty-two (122) students enrolled in Grade 12. The founder of this school is the owner kind hearted Omar Ali Mangondato Sharief, JD, the son of former CHED commissioner in ARMM Dr. Norma Mangondato Sharief, Al-Hadja while his better half is the current president of the school Bae Dayamon G. Sharief. This school conserves the Bangsamoro Muslim Religion of the Meranaos.

Respondents of the Study

The respondents of the study were the one hundred (100) Senior High School Students of Al- Bangsamoro Shari'ah and Professional Education College enrolled during the school year 2022-2023. The researcher chose the senior high school students as the respondents of the study because, she personally handled the said students and happened to apply the online learning modality using Facebook messenger as the learning tool during this time of COVID-19 pandemic. The school has three Academic Track strand, namely Accountancy Business and Management (ABM) with a total population of twelve (12), four (4) boys and eight (8) girls, General

Academic Strand (GAS), and the Humanities and Social Science (HUMSS) with a total population of sixty-one (61) thirty-five (35) boys and twentysix (26) girls.

Research Instruments and Its Validity

The researcher used a self-made questionnaire to collect data from the respondents of the study. The questionnaire was made of two parts, the first part was the socio-demographic profile of the respondents such as, gender, age, number of siblings, sibling rank, and parent's monthly income. The second part was the survey questionnaire to find out respondents' learning behavior towards online learning modality. Since the research instrument was a self-made-made, it undergone through validation process by conducting a confirmation or approval of the thesis adviser in the person of professor Omar Q. Hussien Ph.D, research expert professor Liwayway Viloría, Ph.D. of St. Peter's College and the school principal of ABSPEC senior high school Sir Halim C. Gamon. Afterwards, the researcher conducted a pilot testing to the selected senior high school of AIKwarizmi International College, Marawi city. The result was then validated by the research statistician before it was finally distributed to the respondents or the senior high school students of the Al-Bangsamoro Shari'ah and Professional Education.

Data Gathering Procedures

The study instrument was validated and authorized by the panel members following the research's pilot testing at the AKIC senior high school. After obtaining prior authorization from the school administrations, school principal, concerned faculties, and the senior high school students or the study respondents, the researcher then personally collected the research data from the respondents of the study. The request for permission to conduct the researcher's study at each school was included in the permission letter. The researcher received the list of students currently enrolled in Al-Bangsamoro Shari'ah and Professional Education College's Senior High School with permission. Marawi City's school registrar to identify the participants in this study. A total of one hundred (100) students were currently enrolled in the school year 2022 – 2023 in the Senior High School but there were only ninety-seven (97) students who participated in the study.

The questionnaires were then finalized, and data collection followed the researcher's personal distribution of the questionnaires, in accordance with

the methodology for requesting consent to perform the study. The survey instrument had instructions for how to complete the questionnaire that were quite straightforward. The researcher gave the respondents a thorough explanation. After the test period, the papers were gathered, counted, and the results were analyzed statistically to provide an answer to the study's stated problem.

Results and Discussion

This chapter contains the results of the data gathering conducted by the researcher. The data is presented in the order patterned after the statement of the problem of the study. The data is presented first in tabular form followed by a description of the data which is then followed by the analysis and interpretation.

Part I. Respondents' Profile

Part I shows the respondent 's profile of the study. This includes sex, age, number of siblings, sibling rank, and parent's monthly income.

What is the respondents' socio-demographic profile in terms of sex, age, number of siblings, sibling rank, and parents' monthly income?

Table 1. *Sex Profile of the Respondents*

	<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Female		57	58.8
Male		40	41.2
Total		97	100.0

Table 1 presents that 57 or 58.8% of the respondents were females and 40 or 41.2% of them were males. The data showed that majority (57 or 58.8%) of the respondents were females. This result suggested that the female population in the study was predominate. The prevalence of female students at AL-Bangsamoro Shari'ah and Professional Education College was also demonstrated. In several private and public schools in Marawi City, there were more female students than male students, according to the findings that were also supported by other researchers.



Table 2. Age Profile of the Respondents

Age	Frequency	Percentage (%)
Below-15	1	1.0
16-17	17	17.5
18-19	65	67.0
20-above	14	14.4
Total	97	100.0

Table 2 reveals that 65 or 67% of the respondents were 18-19 years of age, 17 or 17.5% of them were 16-17 years of age and 14 or 14.4% of them were having at least 20 years of age. The data showed that majority (65 or 67%) of the respondents were 18-19 years of age. The finding implied that the students who were currently enrolled in Grade 12 of AL-Bangsamoro Shari’ah and Professional Education College were still in teenage stage.

Table 3. Number of Siblings Profile of the Respondents

Number of Siblings	Frequency	Percentage (%)
1	5	5.2
2-3	8	8.2
4-5	29	29.9
6-7	27	27.8
8-above	28	28.9
Total	97	100.0

Table 3 shows that 29 or 29.9% of the respondents were having 4-5 siblings, 28 or 28.9% of them were having at least 8 siblings, and 27 or 27.8% of them have 6-7 siblings. The data showed that few (29 or 29.9%) of the respondents were having between 4 or 5 siblings. This portrayed that Grade 12 students in AL-Bangsamoro Shari’ah and Professional Education College were in the average number of siblings among Meranao family.

Table 4. Sibling Rank Profile of the Respondents

Sibling Rank	Frequency	Percentage (%)
1-2	34	35.1
3-4	35	36.1
5-6	19	19.6
7-8	7	7.3
9-10	1	1.0
11-12	1	1.0
Total	97	100.0

Table 4 displays that 35 or 36.1% of the respondents belonged to 3rd to 4th sibling rank, 34 or 35.1% of them were in the 1st to 2nd sibling rank, and 19 or 19.6% responded that they were the 5th to 6th sibling rank in the family. In addition, 7 or 7.3% responded that they were the 7th to 8th sibling rank in the family. Only 2 or 2% of them responded that they were the 9th to 12th sibling rank in the family. The data displayed that most (35 or 36.1%) of the Grade 12 students of AL-Bangsamoro Shari’ah and Professional Education College belonged to the 3rd to 4th sibling rank. This showed that senior high school enrolled in this school year 2022-2023 were mostly ranked to younger sibling.

Table 5. Parents’ Monthly Income Profile of the Respondents

Parents’ Monthly Income	Frequency	Percentage (%)
Below-5,999	61	62.9
6,000-10,999	17	17.5
11,000-above	19	19.6
Total	97	100.0

Table 5 reveals that 61 or 62.9% of them responded that their parents’ monthly income was 5,999 or below, 19 or 19.6% of them responded that their parents had at least 11,000 monthly income, and 17 or 17.5% of them belonged to parents’ income within 6,000 to 10,999. The data exposed that majority (61 or



62.9%) of the respondents had 5,999php or below parent’s monthly income while least number of the respondents had 6,000 to 10,999php parent’s monthly income. This meant that majority of the respondents belonged to low income family.

What is the respondents’ Learning Behavior towards Online Learning Modality?

Table 6 presents the respondents’ learning behavior towards online learning modality. Result showed that the respondents had sometimes learning behavior towards online learning modality with a description of “sometimes” ($M=2.46, SD=.39$). They oftentimes believed that they would prefer face to face learning rather than online learning ($M=3.41, SD=1.03$) and they found FB messenger app a very useful to them in learning ($M=2.82, SD=.92$). They also believed that FB messenger made them active in the online learning ($M=2.60, SD=.95$) and the FB messenger can be used as the alternative means for teaching online ($M=2.53, SD=.90$).

The data showed that majority of the respondents sometimes found FB messenger more convenient in learning as students-teacher interaction had appeared and made easier to them to present a project online rather than in the classroom. The FB messenger app made more convenience to the respondents and study. They found online learning easier for them to make their work done.

It helped them save more time during class presentations. Also, messenger made them easy to follow their teacher in sharing information and discussion using video clip. It allowed them to access and provide opportunity to have interaction with peers and teacher outside the class time. Also, the respondents found FB messenger as a multitasking learning in more than one class. They found it fast in disseminating of information and allowed them to discuss course contents at any time they prefer.

Table 6. Respondents’ Learning Behavior Towards Online Learning Modalities

Indicators	Mean \square SD	Description
1. The student-teacher interaction through FB messenger is more convenient in learning.	2.04 \square .61	Sometimes
2. It is harder to present a project through online rather than in the classroom.	2.53 \square 1.00	Often
3. It is easier to present a project online rather than in the classroom.	2.19 \square .91	Sometimes
4. If I had to choose, I would prefer face to face learning rather than online learning modality.	3.41 \square 1.03	Often
5. I find FB messenger app very useful in learning.	2.82 \square .92	Often
6. FB messenger app makes my study more convenience.	2.38 \square .86	Sometimes
7. I find online learning easier to make my work done.	2.47 \square .84	Sometimes
8. FB messenger helps me save more time during my online class presentation.	2.38 \square .94	Sometimes
9. FB messenger makes me active in the online learning.	2.60 \square .95	Often
10. FB messenger can be used the alternative means available for teaching online.	2.53 \square .90	Often
11. FB messenger is easy to follow when teacher share information and discussion using video clip. teacher outside the class time.	2.33 \square .93	Sometimes
13. I find FB messenger as a multitasking learning in more than one class.	2.34 \square .86	Sometimes
14. I find FB messenger as fast in disseminating of information.	2.29 \square .75	Sometimes
15. I find FB messenger allow the students to discuss course contents at any time they prefer.	2.27 \square .73	Sometimes
Total Measure	2.46 \square .39	Sometimes



Is there a significant difference on the learner’s behavior towards online learning when grouped to their profile?

Table 7. *Difference on the Learners’ Behavior Towards Online Learning when Grouped to their Sex*

Sex Group	Learners Behavior		Mann-Whitney U	P-value	Remark	
	Mean	SD				
Male (n=40)	2.37	.46	10	1376.00	.083	Not significant
Female (n=57)	2.53	.32	53.14			

Table 7 shows that there was no significant difference of the learner’s behavior towards online learning when grouped to their gender ($U=1376, p=.083$). Male learners ($M=2.37, SD=.46$) had comparable level of behavior towards online learning as with female learners ($M=2.53, SD=.32$). Thus, gender had no significant effect on the learner’s behavior towards online learning. The data showed that there was no significance difference of the learner’s behavior towards online learning and their gender. This portrayed that gender Grade 12 students of AL-Bangsamoro Shari’ah and Professional Education College did not affect their online learning behavior.

Table 8 . *Difference on the Learners’ Behavior Towards Online Learning when Grouped to their Age*

Age Group	Learners Behavior	F-value	P-value	Remark					
					Mean	SD			
Below-17 (n=18)	2.59	.43	1.287	.281	Not significant				
18-19 (n=65)	2.42	.38							
					20-above (n=14)	2.49	.36		

Table 8 reveals that the learner’s behavior towards online learning did not significantly differed by age ($F=1.287, p=.281$). The 18-19 years old learners ($M=2.42, SD=.38$) had similar learning behavior towards online with those at most 17 years old learners ($M=2.59, SD=.43$). Thus, age had no significant effect on the learner’s behavior towards online learning. The data displayed that the respondents were between 18-19 years old learners ($M=2.42, SD=.38$) and had similar learning behavior towards online with those 17 years old students ($M=2.59, SD=.43$). This showed that in this digital era, most of the people worldwide were technologically capable from younger age to older ones they both use technology since it was part of everyone lives.

Table 9 . *Difference on the Learners’ Behavior Towards Online Learning when Grouped to their Number of Sibling*

Number of Sibling Group	Learners Behavior		F-value	P-value	Remark
	Mean	SD			
1-3 (n=13)	2.38	.42	.255	.857	Not Significant
4-5 (n=29)	2.46	.45			
6-7 (n=27)	2.47	.32			
8-above (n=28)	2.49	.39			

Table 9 displays that the learner’s behavior towards online learning did not significantly differ by their number of sibling ($F=.255, p=.857$). The learners with 67 siblings ($M=2.47, SD=.32$) had comparable learning behavior towards online with those learners’ wit 4-5 siblings ($M=2.46, SD=.45$). Thus, the number of siblings had no significant effect on the learner’s behavior towards online learning.

The data showed that respondents’ number of sibling and their behavior towards online leaning did not significantly differ ($F=.255, p=.857$). This indicated that regardless of number of siblings, so long as the respondents had gadget to use for online learning did not affect their behavior. Further, the learners with 6-7 siblings ($M=2.47, SD=.32$) had comparable learning behavior towards online with those learners’ with 4-5 siblings ($M=2.46, SD=.45$) which proved that respondents with 6-7 and 4-5 siblings had no significant effect on their behavior towards online learning.



Table 10. *Difference on the Learners' Behavior Towards Online Learning when Grouped to their Sibling Rank*

Number of Sibling Group	Learners Behavior		F-value	P-value	Remark
	Mean	SD			
1-2 (n=34)	2.41	.40	.454	.715	Not Significant
3-4 (n=35)	2.52	.43			
5-6 (n=19)	2.44	.32			
7-12 (n=9)	2.50	.38			

Table 10 portrays that the learner's behavior towards online learning did not significantly differ by their sibling rank ($F=.454, p=.715$). The learners belonged to 3-4 sibling rank ($M=2.52, SD=.43$) had comparable learning behavior towards online with those learners' fell to 7-12 sibling rank ($M=2.50, SD=.38$). Thus, the sibling rank had no significant effect on the learner's behavior towards online learning. The data showed that the respondent's sibling ranked and their behavior towards online learning had no significant relation with the result ($F=.454, p=.715$). This proved that the respondents of the study were responsible in their study. They were helping themselves to cope in the learning modality brought by the COVID-19 pandemic.

Table 11 . *Difference on the Learners' Behavior Towards Online Learning when Grouped to their Parents' Monthly Income*

Parents Monthly Income Group	Learners Behavior		F-value	P-value	Remark
	Mean	SD			
Below-5,999 (n=61)	2.48	.38	.193	.825	Not Significant
6,000-10,999 (n=17)	2.47	.46			
11,000-above (n=19)	2.41	.37			

Table 11 reveals that there was no significant difference on the learner's behavior towards online learning when grouped to their parents' monthly income ($F=.193, p=.825$). The learners belonging to 6,000-10,999 parents' monthly income group ($M=2.47, SD=.46$) had comparable learning behavior towards online with those learners' having parents' monthly income of at most 5,999 ($M=2.48, SD=.38$). Thus, the parents' monthly income had no significant effect on the learner's behavior towards online learning. The data indicated that the learners' behavior towards online learning when grouped to their parents' monthly income had no significant relationship. However, the learners belonging to 6,000-10,999 parents' monthly income group ($M=2.47, SD=.46$) had comparable learning behavior towards online with those learners' having parents' monthly income of at most 5,999 ($M=2.48, SD=.38$). This showed that parents of the Grade 12 students of the AL-Bangsamoro Shari'ah and Professional Education College were supportive to the study of their children regardless of their monthly income.

Conclusion

Based on the analysis and findings derived from the study, the following conclusions were stipulated:

The results suggested that the majority of respondents were female, between the ages of 18 and 19, had 4-5 siblings, ranked 3-4, and earned less than 5,999 PHP per month. The results demonstrated that the respondent's conduct toward online learning was not significantly connected with their socioeconomic profile. The findings showed that the learners' behavior was unaffected by their gender, age, sibling count, sibling position, or the monthly income of their parents.

As a result, the study's null hypothesis—according to which there was no significant correlation between the socioeconomic profile and the difficulties faced by the learner in the online learning modality—was not rejected. Accordingly, based on the respondents' experiences in relation to their learning behavior, it was revealed that the Al- Bangsamoro Shari'ah and Professional Education College's Senior High School Department were not experiencing trouble integrating online learning in this time of the COVID 19 pandemic.

Based on the findings and conclusions stated in the study, the following recommendations and future

direction were given below:

1. As the School Administrators may play a significant role in having the authority to be motivated and involved in the academic area for the improvement of the teaching and learning process.
2. Teacher must be flexible at all times. They must adopt the current trends to be responsive to the needs of the learners. In order to maintain this, teachers must provide series of assessment to evaluate learner's needs and improve their teaching. And maintaining their learner's good behaviors toward their learning process.
3. For the learners, which is considered as the center of educative process they must also be responsible in their study. In whatever learning environment or modality they may be and whenever a teacher gives instruction they must follow. It is recommended that learners must give their utmost best to comply with the given instructions.
4. Parents as the partner of the school in nurturing the development of their children, their utmost support is highly needed. It is recommended to monitor and assess their child's progress in school whether it is face to face classes or modular learning. Parents know their children more than their teacher, so they must be motivated to be involved in their children's progress and monitor them continually.
5. The action plan will be based on the result of the study which will serve as a great help to the teachers and school administrators to improve the quality of instruction. It will also serve as a guide for the betterment of the learners adaptation on the online learning modality.
6. The result of the study would give further insights for the future researcher.

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